

**THE STUDENTS' ACHIEVEMENT IN USING PARALLEL STRUCTURE
IN WRITING AT THE ELEVENTH YEAR OF MADRASAH ALIYAH
MUHAMMADIYAH POKOBULO KAB. JENEPONTO**



A THESIS

*Submitted to Partial Fulfillment of the Requirements for the Degree of
"Sarjana Pendidikan" in English Education Department of
Tarbiyah and Teaching Science Faculty
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MAKASSAR
2010**

MOTTO;

*“If one does not work hard He
cannot expect to succeed”*

*This thesis is dedicated to my beloved parents
and all my sisters and my brothers.*

PERNYATAAN KEASLIAN SKRIPSI

Dengan penuh kesadaran, penyusun yang bertanda tangan di bawah ini menyatakan bahwa skripsi ini benar adalah hasil karya penyusun sendiri. Jika di kemudian hari terbukti bahwa ia merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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Demikian persetujuan ini diberikan untuk dipergunakan dan diproses lebih lanjut.

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PENGESAHAN SKRIPSI

Skripsi yang berjudul” **The Students’ Achievement In Using Parallel Structure in Writing at the Eleventh Year of Madrasah Aliyah Muhammadiyah Pokobulo Kabupten Jeneponto**” yang disusun oleh saudari **Ibnu Arianti**, Nim: **20401106202**, Mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, telah diuji dan dipertahankan dalam sidang munaqasah yang diselenggarakan pada hari **Kamis 29 Juli 2010** bertepatan dengan **21 Sya’ban 1431 H** dan dinyatakan dapat diterima sebagai salah satu syarat untuk mendapatkan gelar Sarjana Pendidikan (S.Pd) pada Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris dengan beberapa perbaikan.

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LIST OF CONTENT

TITLE	i
MOTTO	ii
HALAMAN PERNYATAAN KEASLIAN SKRIPSI	iii
HALAMAN PERSETUJUAN PEMBIMBING	iv
HALAMAN PENGESAHAN SKRIPSI	v
ACKNOWLEDGEMENT	vi
LIST OF CONTENT	ix
LIST OF TABLE	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	1- 3
A. Background	1
B. Problem Statement	2
C. Objective of the research	3
D. Significance of the research	3
E. Scope of the research	3
CHAPTER II REVIEW OF RELATED LITERATURE	4-15
A. Some Related Previous Findings	4
B. The Concept of Writing	6
C. The Concept of Parallel Structure	9
D. Theoretical Framework	14
E. Hypothesis	15

CHAPTER III	RESEARCH METHODOLOGY	16-25
	A. Research Method and Design	16
	B. Variables of the Research	16
	C. Population and Sample	17
	D. Research Instrument	17
	E. Procedure of Collecting Data	18
	F. Techniques of Data Analysis	19
	G. Limitations	25
CHAPTER IV	FINDINGS AND DISCUSSIONS	26-36
	A. Findings	26
	1. The Data Analysis of Writing Test;	
	a. The Result of the Students' Pre Test in Writing Test	26
	b. The Result of the Students' Post Test in Writing Test	29
	c. The Total Mean and Standard Deviation of Pretest and Posttest	32
	2. The Significant Difference between Pre Test and Post Test	33
	B. Discussions	36
CHAPTER V	CLOSING	38-39
	A. Conclusion	38
	B. Suggestion	38

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE

LIST OF TABLE

	Halaman
Table 1 The Students' Writing Score in Pre Test	27
Table 2 The Work of Table 1	28
Table 3 The Students' Writing in Post-test	30
Table 4 The Work of Table 3	31
Table 5 Total Score and Standard Deviation Based on Pre test and Post test	33
Table 6 The Significant Difference between Pretest and Posttest	33
Table 7 Distribution the Value of t-test and t-table	35

LIST OF APPENDICES

	Halaman
APPENDIX 1 Instrument of the research pre-test.....	42
APPENDIX 2. Instrument of the research post-test	44
APPENDIX 3. The result of the pre-test	47
APPENDIX 4. The result of the post-test	49
APPENDIX 5. The significant difference between pre-test and post-test	51

ABSTRACT

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This thesis explains about the students’ achievement in using parallel structure in writing. Kind of this research is pre-experimental research design with one group pre-test (X_1) and one group post-test (X_2). About the variable, there are two variables in this research; namely dependent variable and independent variable. The dependent variable is the students’ achievement in writing and independent variable is using parallel structure. The population of this research was the eleventh year students of Madrasah Aliyah Muhammadiyah pokobulo in Academic year 2009/2010. The population consists of three classes and each class consists of 40 students. About the sample, in this research has been taken by researcher was 30 students.

The method of taking sample used is random sampling (Suharsimi, 2006). Where class XI were chosen to be the sample. Data were collected by using test and analyzed by using t-Test. The result of t-Test is the value 0.66.

The result of the research is presented by descriptive statistic analyses. The findings show that the writing quality of the students, the mean score of the students in the table shows that the students’ writing skill based on the pre test is 103.40. It can be concluded that the students’ writing were classified as “fair”. The result of the post test is 108.00 which can be classified as “good or very good”.

CHAPTER I

INTRODUCTION

A. Background

English is one of the international languages that used by many people in the world and in many areas of every daily life. Therefore, using English is the easier way to communicate with people around their countries about economy, technology, social, and politics and so on. In Indonesia, Learning a foreign language, such as English, is an integrated process that the learners should study the four basic skills: listening, speaking, reading, and writing.

Writing is one of the four skills that must be mastered because it is a way to communicate one another, although it is form is written. Writing is one way to express idea, feeling, and experience.

Sometimes the students could not write their task with kinds of reasons. There are many aspect making the student could not write, the student don't know how to start the writing, they don't have enough ideas to write, they could generate their ideas probably they understood what should they do and they could not make it.

By this condition, the researcher will expand the knowledge of writing. Because we will learn how to organize a large, complex topic by parallel structure. This method of organization, called parallel structure or parallelism is an important

element in English writing, especially when you are listing and comparing and contrasting items or ideas. Parallelism means that each item a list or comparison follows the same grammatical pattern. If you are writing a list and the first item in your list is a noun, write all the following items as nouns also. If the first item is an -ing word, make all the others -ing words; if it is an adverb clause, make all the others adverb clauses. (Alice Oshima and Ann Hogue (1990:179)

The learning process parallel structure, the teacher present a lesson and introduce the writing style for students by parallel structure. And then the teacher give some examples sentences for students and the students make alone sentence about the parallel structure what they want to write.

The purpose of this method is given opportunity of students to increase the students' achievement in writing to using of parallel structure and improve their ability in writing especially in organizing writing by using parallel structure and from this research expected to be an alternative contribution in develop writing and helpful information for teacher of English to increase their quality in teaching English especially in writing class.

Based on the argument above, the researcher is interested to conduct this research under the title “The Students’ Achievement in Using Parallel Structure in Writing at the eleventh year of Madrasah Aliyah Muhammadiyah Pokobulo Kab. Jeneponto.”

B. Problem Statement

Based on the background previous, the researcher formulates the research questions as “**Is the Use of Parallel Structure in Writing Able to Increase the**

Students' achievement at the eleventh year of Madrasah Aliyah Muhammadiyah Pokobulo?"

C. Objective of the Research

The research is intended to find out the level of the achievement of the eleventh year students in using parallel structure in writing at Madrasah Aliyah Muhammadiyah Pokubulo.

D. Significance of the Research

The result of this research is expected to be a piece of useful information for the English teachers in teaching English subject from which the teaching and learning of this aspect can be improved.

E. Scope of the Research

This research will limited to the teaching English process at the eleventh year students of Madrasah Aliyah Muhammadiyah pokobulo. The researcher only focus on the student's achievement to used of parallel structure, especially; and, but, or, nor, neither.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Related Previous Findings

Many researchers have reported to investigate of using parallel structure in writing increased students' achievement. Some of findings are presented in the following

Hasniati(2004:32) in her research about the students achievement in writing ability formulated problem statement, namely: (1) to what extant is the students' achievement in writing paragraph through picture series, and (2) what factors hamper the students' achievement in writing paragraph trough picture series?. In this Hasniati research, she found about the achievement of the writing paragraph through picture series was poor and the factors hampering the students in developing paragraph were they had rarely writing activities in English, their teacher did not correct their grammatical mistakes in writing activities and their teacher did not use picture in teaching writing. The students did not that the picture could help them to organize their ideas in writing.

Bahri (2004) state that the blend strategy of using sequence picture in writing sequence picture in writing sequence paragraphs has brought on up – to date way in English language teaching writing aims improving the students' ability especially in the national examination. He said that students have difficulties to arrange words into sentence and sentence into paragraph because

they have not been able to organize them in their correct position. In other words, the students do not have enough knowledge to write effectively.

Nursaitun (1996) found the total mean score of the second class students' of SMUN 8 Makassar in writing English through parallel structure was 7,7 which indicates good qualification and it can be concluded that parallel structure is a good technique in teaching skill it the students.

Rasyid (2003) in his research conducted in MAN model Makassar found that the students' ability to write English paragraph can be improved by the application of strip picture and reproduction technique. Found that the students' score increased from poor to fairly good level.

Mustari (2000) in his research using reproduction technique in teaching writing comes to conclusion that since the students constantly upgrade their writing ability particularly to compose paragraph through reproduction techniques of reading, it should be taken an account for helping them to improve their ability in writing.

Harmer in Hasnia (1991) also said that writing is a king, reading and listening. We should organize our expressing ideas, using correct structure, appropriate vocabulary and good punctuation. In writing, we have to communicate without facial expressions.

When we want to write an essay or to retelling our experiences sometimes we are confused and annoyed, we do not know to begin, we are worry to construct words to be sentences and to flow out our ideas in a paper. Feeling

anxiety always affect us because we are worry if the writing has no good quality and not complete, it will make the reader be bored and confuse to read it. The students assume writing is difficult.” To write is so difficult.” This statement always emerge to every beginner writers, and even from the students at senior high school and university. The same statement comes also from the students when the writer has them to write an essay the often said that they do not know to begin their writing. It is difficult to begin and difficult to end.

From the finding above, it seems that teacher in teaching writing must have a strategy to make the students more interesting and enjoyable in writing English. In addition, the researcher concluded that to overcome the problem in teaching writing, needs technique that will attract the students’ interest and enthusiasm in learning and increase students’ achievement. In this research the technique will using parallel structure technique in teaching writing English.

B. The Concept of Writing

In this part, the researcher gives definition of the key terms in the topic:

1. Writing

Writing is a basic skill that can be developed by everyone through application and practice. It is the way to express an idea, opinion, science or to introduce one’s culture to another country, etc. some have different definition about it. Some of them are:

McCrimmon (1984:6) states that writing is hard work, but writing is also an opportunity to convey something about ourselves; to communicate ideas to

people in our immediate vicinity, to learn something we did not know. Hornby (1995:1383) states that writing is an activity or occupation of writing e.g. books, stories, or articles. Dumais (1988:1) states that writing is the ability to express ideas, feelings, and opinions in writing form. Bryne (1984:1) states that writing is clearly much more than the production of graphic symbols as speech is more than the production of sounds. Langan (2001:2) says that writing is a skill that anyone can learn with practice when we write, we give full shape to our thought and feelings then put into written form. Kroma (1988:37) argues that writing is kind of activity where the writer expresses all the ideas in this mind in the paper (print) from words to sentences to paragraph and from paragraph to essay.

Based on some experts' definition above, the researcher concludes that writing is one way to express an idea, opinion, and feeling in writing form.

2. The component of writing

There are five components of writing, namely content, organization, Vocabulary, language use, and mechanics.

a. Content

Sometimes many people in writing do not have any attention about what they write. Therefore, there is no correlation between one paragraph and the other one. Content is a basic one in writing because it must be the same of the theme.

b. Organization

The purpose of organization material in writing coherence, order of importance, general to specific, specific to general, chronological order and spatial order of pattern. When writing, the learners should arrange their writing chronologically. They should present their ideas based in the order of which happened from the beginning to the end.

c. Vocabulary

The effective use of words will always result good writing both specific and technical writing. In this case, the dictionary is very considerable; vocabulary is one of the components of writing. To express ideas we always deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

d. Language use

Language use in writing and other form of writing involved correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate items of language for separate function and also grammar can help students improve the use of formal language.

e. Mechanics

There are two main parts of mechanics in writing namely punctuation and capitalization. Punctuation is important as the way to clarify meaning. In English writing capital letters have two principles. First, they are used to

distinguish between particulars and things. Second, it is used as first word in quotations, a formal statement and proper adjectives.

C. Parallel Structure

a. Some definition of parallel structure

According to Paul and Team (1995:124) parallel is something very similar to something else.

Alice Oshima and Ann Hogue (1990:179) Defines that parallel structure or parallelism is an important element in english writing, especially when you are listing and comparing and contrasting items or ideas. Parallelism means that each item a list or comparison follows the same grammatical pattern. If you are writing a list and the first item in your list is a noun, write all the following items as nouns also. If the first item is an -ing word, make all the others -ing words; if it is an adverb clause, make all the others adverb clauses.

Mimi Schwartz (1985:188) to talk about parallelism in writing means balance. If you start a list using verb, keep using the same type of verb for each new item in the list –if the list is in active voice, keep using active voice.

Guy (1989:15) states that parallel structure to another link within discourse is effected by *parallelism*, a device which suggests a connection, simply because the form of one sentence or clause repeats the form of another. This is often used in speeches, prayers, poetry, and advertisements.

Here the discourse proceeds through a repeated grammatical structures (to X and not to Y the/for Z) into which different words are slotted, creating a rhythm which is finally broken in the last phrase in a way which may seem imitate the sense of relief and reward the prayer concerns.

Azar (1989:287) explains that parallel structure is one of a conjunction is to connect words or phrase that same grammatical function in a sentence. This use of conjunction is called parallel structure. The conjunction used in this pattern are: and, but, or, neither, nor”.

The some of definition above, the researcher conclude that parallel structure is words to use in the series or group must have the same form of grammar. When we use words or phrase to connect with the conjunction in the series, so it's same form in grammar.

b. Using of Parallel Structure

Alice Oshima and Ann Hogue (1990:179) Defines that parallel structure or parallelism is an important element in English writing, especially when you are listing and comparing and contrasting items or ideas. Parallelism means that each item a list or comparison follows the same grammatical pattern. If you are writing a list and the first item in your list is a noun, write all the following items as nouns also. If the first item is an -ing word, make all the others -ing words; if it is an adverb clause, make all the others adverb clauses.

Mimi Schwartz (1985:188) to talk about parallelism in writing means balance. If you start a list using verb, keep using the same type of verb for each new item in the list –if the list is in active voice, keep using active voice.

Parallelism should be considered in words, sentences, lists, headings and even paragraphs. In technical writing, you want to repeat and balance words, not confuse your reader with a thesaurus full of synonyms. If you say “unable to do” in one sentence, balance the idea by using “able to do” in the next. In explaining a main idea that has three major points, use the same format for introducing each of the three points. Remember, parallelism helps the reader see the connections.

Some example of the parallel structure:

a. Used of Conjunction “and”

a) *Steve* **and** *his friend* are coming to dinner

Noun + and + noun

b) *Susan raised* her hand **and** *snapped* her fingers.

Verb III + and + verb III

c) She is *waving* his arms **and** is *shouting* at us

Verb -ing + and + Verb -ing

b. Used of Conjunction “but”

a) The exams has he gave was *short*, **but** *difficult*

Adjective + but + adjective

- b) You like *him* **or** *me*

Noun + or + noun

- c) These shoes are *old* **but** *comfortable*.

Adjective + but + adjective

c. Used of Conjunction “or”

- a) Before you *write* a paper **or** *take* a test you must organize your thoughts

Verb I + or + verb I

- b) In my spare time, I enjoy *reading* novels **or** *watching* television

Verb -ing + or + verb -ing

- c) He wants *to watch* TV or *(to) listen* to some music

Infinitive + or + infinitive

d. Used of Conjunction “neither + nor”

- a) The tickets are **neither** *in my pocket* **nor** *in my purse*

Neither + *verb I* + **nor** + *verb I*

- b) My old type writer is *neither fast* **nor** *reliable*

Neither + *verb I* + **nor** + *verb I*

- c) He has **neither** *a pen* **nor** *paper*

Neither + *noun* + **nor** + *noun*

c. Some Concept of Achievement

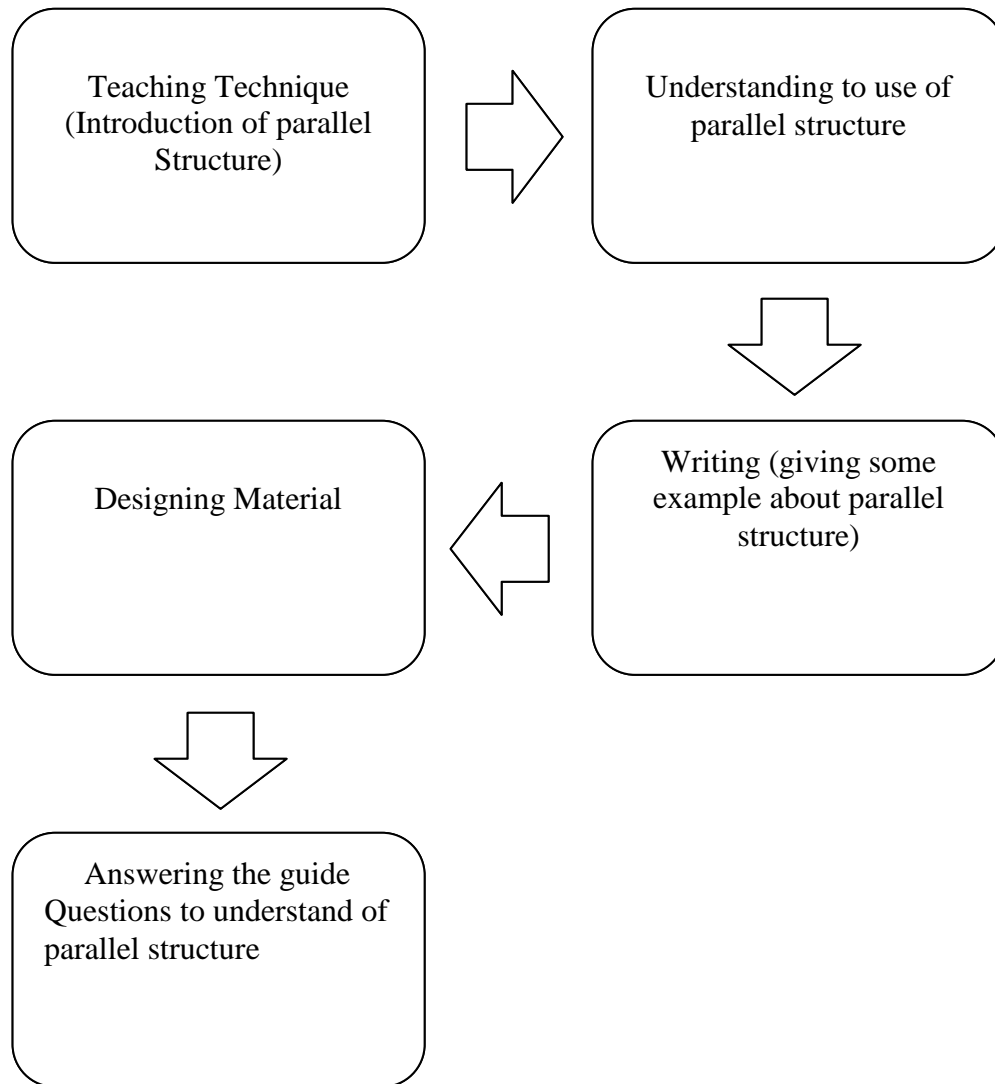
Some concept of achievement have been developed by many different people. Heaton (1980:3) states that the term achievement is general used refer to formal test which have been taught and learned.

Mackey (1987:405) believes that the achievement test determine how much of material of a courses has been actually mastered, they include only what has been taught.

Woud worth and Marguis Bennu (1980:10) point out the achievement is actual achievement ability and it can be measured directly by the use of test. Mackey (1959:7) state the achievement of academic is knowledge attained or skill develop in the objects, usually designed by the test score or by mark assigned by teacher. Bennu (1959:5) stated the achievement pupil is the states of a pupil with the school adapted students.

D. Theoretical Framework

The underlying theoretical framework of this research given in the following diagrams:



Based on the review of related literature and the theoretical frame work above, it is estimated that parallel structure able to increase the students' achievement.

E. Hypothesis

Null hypothesis (H0): there is no significant by difference between the writing achievement of the students who are taught the use of parallel structure.

Alternative hypothesis (H1): there is significant by different between the students' achievement in writing who are taught the use of parallel structure.

CHAPTER III

METHOD OF THE RESEARCH

This chapter presents research design, variables of the research, population and sample. Instrument of the research, procedure of collecting data and technique of analyzing the data.

A. Research design

This research used pre-experimental research with one group pre-test and post-test design. The group was given pre-test before given treatment. The research design was presented as follows:

01 x 02

Notes:

01 : Pre-test

X : Treatment

02 : post-test

(Gay, 1981 in Rusdi)

B. Variables of the Research

This research consisted of two variables, namely dependent variable and independent variable. The dependent variable is the student's achievement in writing and independent variables is using parallel structure.

C. Population and Sample

1. Population

According to Arikunto (2006) The population of this research was the eleventh year students of Madrasah Aliyah Muhammadiyah Pokobulo in 2010/2011 Academic year. There were three classes which consisted of 40 students for each class. So the total numbers of populations were 120 students.

2. Sample

According to Arikunto (2006) The sample of the research was used random sampling technique. Sample is the representation of population that has been researched. Because of the population was too large and more than one hundred. So the students of eleventh year of Madrasah Aliyah Muhammadiyah Pokobulo consisted of three classes. Each class consisted of 40 students. In this research, the researcher chose 30 students as a sample. Where the class X1 were chosen to the sample.

D. Instrument of the Research

The instrument of the research is a test on English parallel structure. It is aim at finding out the student's achievement in using English parallel structure. The test given through pre-test before doing the treatment and post-test after doing the treatment. The test is completion test, the test formed in completion test (completion sentences) or which consisted of 40 items each test consisted of 20 items. This test gave two namely pre-test and post-test, of the pre-test and post-test consisted 20 items too

E. Procedure of Collecting Data

The procedures of collecting data in this research are as follows:

1. Pre-test

Before gave the treatment, the researcher gave pre-test for the experimental class. The researcher administered a pre-test by used of parallel structure.

2. Treatment

After giving pre-test, the researcher gave students treatment. It aims to see the student's achievement in using of parallel structure. The procedure of given treatment is as follows:

- a. The first meeting; the researcher introduced of parallel structure, after introduced it, the researcher gave explanation to the students about parallel structure.
- b. The second meeting; the researcher explained how to write style used of parallel structure
- c. The third meeting; the researcher explained how to write parallelism and discussed about parallelism.
- d. The fourth meeting; researcher asked to the students to made some example of parallel structure in front of the class.

3. Post-test

After giving the treatment, the researcher gave the post-test for experimental class; it aims to find out the result of the treatment.

F. Technique of Data Analysis

The data will be collected from the respondents are score, analyze into percentage and then will be concluded.

1. Classifying the students' score as follows:

- Score 90 – 100 as very good
- Score 75 – 89 is qualified as good
- Score 60 – 74 is qualified as fair
- Score 50 – 59 is qualified as poor
- Score 0 – 49 is qualified as very poor

Nur Iriyanti in Heaton (2008)

2. To analyze the students' scores, the researcher apply the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} = mean score

$\sum X$ = total rows of score

N = total number of students

Gay (1981:298)

3. Finding out differences between the result of pre-test and post-test by calculating the value of t-test using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: t = test of significant

\bar{D} = the mean of difference between pre-test and
Post test ($X_2 - X_1$)

$\sum D$ = the sum of difference score

N = total number of sample

Gay (1981:331)

After tabulating and analyzing the data, the results were classified into seven classifications based on DEPDIKBUD standard evaluation as given below:

No.	Score	Classification
1	9.6-10	Excellent
2	8.6-9.5	Very good
3	7.6-8.5	Good
4	6.6-7.5	Fairly good
5	5.6-6.5	Fair
6	3.6-5.5	Fairly poor
7	0-3.5	Poor

(Depdikbud: 1994)

Scoring the result of the students test based on the five aspects that given by (Heaton 1988) the aspect are:

- Grammar,
- Vocabulary,
- Mechanics,
- Fluency (style and case of communication) and
- Form of organization.

A. Grammar

No.	Classification	Score	Criteria
1	Excellent	6	Few (if any) noticeable and error of grammar a word order.
2	Very good	5	Same errors of grammar and order which do not, however interfere with comprehension.
3	Good	4	Errors of grammar and word order, fairly frequent, accessional re-reading. Necessary for full comprehension.
4	Fair	3	Errors of grammar and word order frequent. Error of intergeneration sometimes required on readers' part.
5	Inadequate	2	Errors of grammar and word order very frequent, the readers often have to really on own interpretation.
6	Unacceptable	1	Error of grammar or word orders as severe as to make comprehension virtually impossible.

B. Vocabulary

No.	Classification	Score	Criteria
1	Excellent	6	Use of vocabulary and idiom rarely (of at all) distinguishable from that of educated native speaker.
2	Very good	5	Occasional uses inappropriate term or relies on circumlocutions, expression of ideas hardly impaired.
3	Good	4	Uses wrong or inappropriate words fairly frequently expression of ideas may be limited because of inadequate Vocabulary.
4	Fair	3	Limited vocabulary and frequent errors clearly hinder expression of ideas.
5	Inadequate	2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
6	Unacceptable	1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

C. Mechanics

No.	Classification	Score	Criteria
1	Excellent	6	Few (if any) noticeable lapses in punctuation or spelling.
2	Very good	5	Spelling occasional lapses in punctuation or spelling which do not, however interlink with comprehension error in punctuation spelling fairly.
3	Good	4	Frequent occasional re-reading necessary for full comprehension.
4	Fair	3	Frequent error in spelling or punctuation lead some times to obscurity.
5	Inadequate	2	Error in spelling or punctuation so frequentations that reader must often rally on own interpretation
6	Unacceptable	1	Error in spelling or pronunciation so to make comprehension virtually impossible

D. Fluency (style and ease of communication)

No.	Classification	Score	Criteria
1	Excellent	6	Choice of structure of vocabulary consistently appropriate like that of educated native speaker.
2	Very good	5	Occasionally lack consistently in choice in structure

			in vocabulary which does not however impair overall ease of communication
3	Good	4	Patchy, with some structures or vocabulary item noticeable in appropriate to general style.
4	Fair	3	Structure or vocabulary items sometimes not only inappropriate but also misused structure or vocabulary little sense of ease of communication
5	Inadequate	2	Communication often impaired by completely inappropriate or misused structures or vocabulary items.
6	Unacceptable	1	A hotpot of half –learned misused structures and vocabulary item rendering communication almost impossible.

E. Form (organization)

No.	Classification	Score	Criteria
1	Excellent	6	Highly organized clear progression of ideas well linked, like educated native speaker
2	Very good	5	Material well organized links could occasionally be clearer but communication not impaired.
3	Good	4	Some lack of organization re-reading required for

			clarification between them.
4	Inadequate	2	Individual ideas may be clear but very difficult to deduce some organization.
5	Unacceptable	1	Lack of organization several that communication is seriously impaired.

(Akriani in Heaton: 1988)

G. Limitations

The researcher realized that after this research conducted about one month, it was still limited. The researcher was limited by time and fund. The time of the research was short because the students got examination and they were had many activities. Beside, the researcher also had limited financial support.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with findings and discussion. The result of data analysis was presented in findings and further explanation was presented in discussion.

A. Findings

This section is divided into five parts. However, the first part describes about the data analysis of writing test and the second part describes about the significance between pre-test and post-test.

1. The Data Analysis of Writing Test

a. The Result of the Students' Pre Test in Writing Test

After calculating the result of writing test, the score of pretest were presented as follows:

Table 1
The Students' Writing Score in Pre Test

No	Respondent	Gram - me r	Voca b.	Mecha - nics	Flue- ncy	Form	Total	Mean Score
1	Suparman	2	3	2	3	4	14	2,8
2	Rahman	4	3	4	2	5	18	3,6
3	Irnayanti	4	4	3	3	2	16	3,2
4	Lisnawati	2	2	3	2	4	13	2,6
5	Sinta devi	4	2	3	2	3	14	2,8
6	Hajaruddin. S	4	3	3	4	4	18	3,6
7	Sahiruddin	2	3	4	2	3	14	2,8
8	Roni	3	3	3	4	2	15	3
9	Sukmawati	4	5	4	3	5	21	4,2
10	Nurleda	2	4	2	3	3	14	2,8
11	Habidin	3	3	3	4	4	17	3,4
12	Mirawati	2	3	4	3	3	15	3
13	Hartati	3	4	3	2	4	16	3,2
14	Sulkifli Akbar	4	3	2	4	4	17	3,4
15	Arpianti	4	3	3	4	4	18	3,6
16	Kasmawati	4	5	3	2	2	16	3,2
17	Nurwahida.S	3	4	3	4	4	18	3,6
18	Irmawati	4	4	3	2	4	17	3,4
19	Risdah Nengsih	3	4	4	3	3	17	3,4
20	Oshin Husniati	4	4	5	4	3	20	4
21	Leman	3	4	3	4	3	17	3,4
22	Sahrul	3	3	4	3	3	16	3,2
23	Tri marisca	2	5	4	2	3	16	3,2
24	Hasis	3	3	2	4	3	15	3
25	Saharuddnin	3	2	4	4	3	16	3,2
26	Abd. Rahman	2	3	2	3	4	14	2,8
27	Fitriani	2	3	4	3	3	15	3

28	Ruslianto	3	3	4	4	2	16	3,2
29	Ismail	3	4	3	3	3	16	3,2
30	Suparman	3	3	4	3	4	17	3,4
Total		105	110	108	105	112	540	108
X rata-rata		3,50	3,67	3,60	3,50	3,73	18,00	3,60

Table 1 above shows that from 30 students' pre test were the total score was 540 and the total mean score was 108. The highest score was in form (112) and vocabulary (110), mechanics (108), and the lowest score was fluency (105) and grammar (105).

The table 2 below explains more about table 1

Table 2

The Work of Table 1

No	Classification	Score	Grammar	Vocab.	Mechanics	Fluency	Form
1	Excellent	6	-	-	-	-	-
2	Very good	5	-	3	1	-	2
3	Good	4	10	9	11	11	11
4	Fair	3	12	15	13	11	13
5	Inadequate	2	8	3	5	8	4
6	Unacceptable	1	-	-	-	-	-
Total			30	30	30	30	30

Table 2 shows that from 30 students, there was no student got excellent and unacceptable in five aspects of writing skill. Based on Grammar, no students is classified as very good, 10 students are classified as good, 12 students are classified as fair, and 8 students were classified inadequate score. Based on vocabulary, 3 students are classified as very good, 9 students are classified as good, 15 students are classified as fair, and 8 students are classified as inadequate.

Based on mechanics, there is no student is classified as excellent and 1 student is classified as very good, 11 students are classified as good, 13 students are classified as fair, and 3 students are classified as inadequate. Based on fluency, no student are classified as very good, 11 students are classified as good, 11 students are classified as fair, and 8 students are classified as inadequate. Based on form, none student is classified as excellent, 2 students in very good, 11 students are classified as good, and 13 students are classified as fair, and 4 students are classified as inadequate score. These classifications can be known by using the mean formula below:

- a) Grammar aspect = 3.50
- b) Vocabulary aspect = 3.67
- c) Mechanics aspect = 3.60
- d) Fluency aspect = 3.50
- e) Form aspect = 3.73

From the data of mean above, it can be concluded that the students writing skill is the highest in from and vocabulary aspect than other aspects.

b. The Result of the Students' Post-test in Writing Test

After calculating the result of writing test, the score of post-test were presented as follows:

Table 3**The Students' Writing in Post-test**

No	Respondent	Gram-mar	Voca b.	Mecha-nics	Flue-ncy	Form	Total	Mean Score
1	Suparman	4	5	5	6	4	24	4,8
2	Rahman	4	5	5	4	4	22	4,4
3	Irnayanti	3	4	5	3	4	19	3,8
4	Lisnawati	3	5	4	4	5	21	4,2
5	Sinta devi	4	6	4	3	3	20	4
6	Hajaruddin. S	4	5	6	3	3	21	4,2
7	Sahiruddin	4	4	3	6	5	22	4,4
8	Roni	4	3	4	3	5	19	3,8
9	Sukmawati	4	5	4	5	3	21	4,2
10	Nurleda	4	4	5	3	3	19	3,8
11	Habidin	3	4	4	3	6	20	4
12	Mirawati	4	3	4	5	6	22	4,4
13	Hartati	4	3	3	3	3	16	3,2
14	Sulkifli Akbar	5	5	6	4	4	24	4,8
15	Arpianti	4	6	4	3	3	20	4
16	Kasmawati	4	5	4	3	4	20	4
17	Nurwahida.S	4	5	5	4	4	22	4,4
18	Irmawati	3	3	6	4	3	19	3,8
19	Risdah Nengsih	4	4	6	5	6	25	5
20	Oshin Husniati	4	4	5	6	6	25	5
21	Leman	4	4	5	5	3	21	4,2
22	Sahrul	5	3	4	5	4	21	4,2
23	Tri Marisca	4	4	5	4	3	20	4
24	Hasis	4	3	6	4	4	21	4,2
25	Saharuddin	4	5	4	5	4	22	4,4
26	Abd. Rahman	4	5	3	4	6	22	4,4
27	Fitriani	5	4	4	3	5	21	4,2
28	Ruslianto	3	5	4	6	4	22	4,4
29	Ismail	4	3	5	5	4	21	4,2
30	Suparman	3	5	4	4	5	21	4,2
Total		117	129	136	125	126	633	126,6
X rata-rata		3,90	4,30	4,53	4,17	4,20	21,10	4,22

Table 3 shows that from 30 students, there were the total score was 633 and the total mean score was 126.6. The highest score was in mechanics (136), vocabulary (129), form (126), fluency (125), and the lowest score was grammar (117). It means that the students have excellent score in fluency but have less in grammar.

Table 4

The Work of Table 3

No	Classification	Score	Grammar	Vocab.	Mechanics	Fluency	Form
1	Excellent	6	-	2	5	4	5
2	Very good	5	3	12	9	7	5
3	Good	4	21	9	13	9	11
4	Fair	3	6	7	3	10	9
5	Inadequate	2					
6	Unacceptable	1	-	-	-	-	-
Total			30	30	30	30	30

Table 4 shows that from 30 students, no one student got unacceptable in five aspects of writing skill. Based on Grammar, no one student is classified as excellent, 3 students are classified as very good, 21 students are classified as good, 6 students are classified as fair, and no one student is classified inadequate score. Based on vocabulary, 2 students are classified as excellent, 12 students are classified as very good, 9 students are classified as good, 7 students are classified as fair, and no one student is classified as inadequate and unacceptable. Based on mechanics, there is 5 students are classified as excellent, 9 students are classified as very good, 13 students are classified as good, 3 students are classified as fair,

and no student is classified as inadequate. Based on fluency, 4 students are classified as excellent, 7 students are classified as very good, 9 students are classified as good, 10 students are classified as fair, and none of the students are classified as inadequate. Based on form, 5 students are classified as excellent, 5 students are classified as very good, 11 students are classified as good, 9 students are classified as fair, and no student in inadequate.

These classifications can be known by using the mean formula below:

- a) Grammar aspect = 3.90
- b) Vocabulary aspect = 4.30
- c) Mechanics aspect = 4.53
- d) Fluency aspect = 4,17
- e) Form aspect = 4.20

From the data of mean above, it can be concluded that the students writing skill is highest in mechanics aspect than other aspects.

c. The Total Mean and Standard Deviation of Pre-test and Post-test

The result of data analysis in pretest and post-test presented the total mean and standard deviation, as follows:

Table 5

Total Score and Standard Deviation Based on Pre test and Post test

	Pre-test	Post-test
Total Mean Score	103,40	108,00
Standard Deviation	0,58	0,38

The table above shows that the total mean in pre-test was 103.40 while in posttest increased 108.00. It reveals that the total mean of students' score in post-test increased after treatment rather than pre-test.

2. The Significant Difference between Pretest and Posttest

In order to know whether or not there is a significant difference between pretest and posttest can be known by using t-test, as follows:

No	Respondent	Mean Score		D	D ²
		Pre Test	Post Test		
1	Suparman	2,8	4,8	2	4
2	Rahman	3,6	4,4	0,8	0,64
3	Irnayanti	3,2	3,8	0,6	0,36
4	Lisnawati	2,6	4,2	1,6	2,56
5	Sinta devi	2,8	4	1,2	1,44
6	Hajaruddin. S	3,6	4,2	0,6	0,36
7	Sahiruddin	2,8	4,4	1,6	2,56
8	Roni	3	3,8	0,8	0,64
9	Sukmawati	4,2	4,2	0	0
10	Nurleda	2,8	3,8	1	1
11	Habidin	3,4	4	0,6	0,36
12	Mirawati	3	4,4	1,4	1,96
13	Hartati	3,2	3,2	0	0
14	Sulkifli Akbar	3,4	4,8	1,4	1,96
15	Arpianti	3,6	4	0,4	0,16
16	Kasmawati	3,2	4	0,8	0,64
17	Nurwahida.S	3,6	4,4	0,8	0,64
18	Irmawati	3,4	3,8	0,4	0,16
19	Risdah Nengsih	3,4	5	1,6	2,56
20	Oshin Husniati	4	5	1	1
21	Leman	3,4	4,2	0,8	0,64
22	Sahrul	3,2	4,2	1	1

23	Tri Marisca	3,2	4	0,8	0,64
24	Hasis	3	4,2	1,2	1,44
25	Saharuddin	3,2	4,4	1,2	1,44
26	Abd. Rahman	2,8	4,4	1,6	2,56
27	Fitriani	3	4,2	1,2	1,44
28	Ruslianto	3,2	4,4	1,2	1,44
29	Ismail	3,2	4,2	1	1
30	Suparman	3,4	4,2	0,8	0,64
Total		97,20	84,20	29,40	35,24
X rata-rata		3,24	2,81	0,98	1,17

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

$$t = \frac{1}{\sqrt{\frac{35,24^2 - \frac{(29,40)^2}{30}}{30(30-1)}}$$

$$t = \frac{1}{\sqrt{\frac{1241,86 - \frac{864,36}{30}}{30(29)}}$$

$$t = \frac{1}{\sqrt{\frac{1241,86 - 28,812}{870}}$$

$$t = \frac{1}{\sqrt{\frac{377,498}{870}}}$$

$$t = \frac{1}{\sqrt{0,43391}}$$

$$t = \frac{1}{0,65871}$$

$$t = 0.66$$

After finding out the t-test value is 0.66, then determining the t-table value to know whether pre-test and post-test are significantly different. In determining t-table value, firstly finding out the degree of freedom (df) as follows:

$$df = N - 1$$

$$= 30 - 1$$

$$= 29$$

Table 10

Distribution the Value of t-test and t-table

t-test	t-table
0,66	1,699

The result of statistical analysis in the level of significance (ρ) = 0.05 and t-test value = 0.66. While the value of t-table = 1,699. Therefore, it means the t-table value was greater than t-test value (t-table = 1,699 > t-test = 0.66). It indicates that the students able to write sentences used of parallel structure.

B. Discussion

There were three different areas of writing quality assessed in this study, namely content, structure and mechanics. The three areas assessed were assumed to contribute to the quality of writing.

The descriptive statistic analyses in the findings show that the writing quality of students, the mean score of the students in table 1 shows that the students' writing skill based on the pre test is 103.40. It can be concluded that the students' writing were classified as fair. The result of the post test is 108.00 which can be classified as good or very good.

Based on the result of the data, it can be inferred that after the treatment by used of parallel structure, the students' achievement were in good category to write sentences used of parallel structure.

To know whether the mean score of pre-test and post-test are significantly in writing different, so the researcher used the t-test to find out the degree of freedom (df) the researcher used the formula $df: N-1 = 30-1 = 29$. For the level significance, 0.05 and degree of freedom (df) = 20 and the result of calculating can be seen in the table of findings.

The table indicate that the students' t-test result in parallel structure (0.66) and t-table (1.699). So t-table result is higher than t-test ($t\text{-table} > t\text{-test}$) means H1 (Hypothesis) is accepted. In this thesis research, the hypothesis is presented that the students able to write sentences of parallel structure .so it can be conclude that there

is no significant difference between the writing achievement of the students who are taught the use of parallel structure was refused. And the student' achievement in writing who are taught the use of parallel structure was accepted.

On the other hand, the result of the post-test shows that the students' achievement have significant progress, most of the students got good classification, in other words, students writing production increases by used of parallel structure. This is consistent with the all theories come from review of related literature that has been researched before.

CHAPTER V

SUGGESTION AND CONCLUSION

This chapter presents some conclusions and suggestions based on the findings and the discussions from data analysis.

1. Conclusions

Looking at the results of this research. The researcher draws some conclusion as follows :

1. Used of Parallel Structure in Writing Able to Increase the Students' achievement at the eleventh year of Madrasah Aliyah Muhammadiyah Pokobulo.
2. Study by using parallel structure in writing was very effective to the student's achievement at the eleventh year of Madrasah Aliyah Muhammadiyah Pokobulo.

2. Suggestions

Considering the points of conclusion above, the researcher recommends some suggestions as follows:

1. The English teacher should find out the teaching material which could improve the interest of students in learning English.
2. In teaching writing, the teachers can used parallel structure as one of teaching techniques in the classroom.

3. The students will be better to write through parallel structure method.
4. The teachers should give exercises to the students to make some sentences of parallel structure.
5. Teachers of English must give motivation and explanation to the students about the importance of the used of parallel structure.

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A P P E N D I C E S

APPENDIX I

INSTRUMENT OF THE RESEARCH

PRE-TEST

Completion Test

Rewrite the following sentences in parallel form. Changes the underline words that is not parallel and correct it.

1. Marry is opened the door and greet her guest.
2. Mr. Henry is a lawyer, a politician, and he teaches.
3. You do not need to risk carrying cash or to risk to miss a sale.
4. He has neither to pen nor paper.
5. The disadvantages of using a credit are overspending and you pay high interest rates.
6. Many people are neither concerned about pollutants nor to worry about their future impact.
7. Ann is growing to old but unfortunately not wiser.
8. She spoke to angry and bitterly about the war.
9. The old man is extremely kind and to generous.
10. Wati likes to swim and diving.
11. She wants either to go by train or gone by plane.

12. She likes to fish, to swim, and surfing.
13. Nova buy computers not only to do schoolwork but also playing games.
14. You are beautiful, clever, but you are to lazy.
15. I like living in the city but there are to get many pollutant.
16. My old type writer is neither fast nor to reliable.
17. He is waving his arms and is shouted at us.
18. The exams hat he gave was short, but difficulties
19. He wanted borrow a car or to rent one while his car being repaired.
20. Before you write a paper or to take a test you must organize your thoughts.

APPENDIX II

POST-TEST

Completion Test

Rewrite the following sentences in parallel form. Changes the underline words that is not parallel and correct it.

21. He will leave at eight and arriving at nine.
22. Yesterday it not only rain but also snowed
23. In my spare time, I enjoy reading novels or watched television.
24. I know both where you to went and what you did.
25. Susan raised her hand and snapping her
26. Mr. Henry is a lawyer, a politician, and he teaches.
27. You do not need to risk carrying cash or to risk to miss a sale.
28. He has neither to pen nor paper.
29. The disadvantages of using a credit are overspending and you pay high interest rates.
30. Many people are neither concerned about pollutants nor to worry about their future impact.
31. Ann is growing to old but unfortunately not wiser.
32. She spoke to angry and bitterly about the war.
33. The old man is extremely kind and to generous.

34. She wants either to go by train or gone by plane.
35. She likes to fish, to swim, and surfing.
36. Nova buy computers not only to do schoolwork but also playing games.
37. You are beautiful, clever, but you are to lazy.
38. I like living in the city but there are to get many pollutant.
39. He wanted borrow a car or to rent one while his car being repaired.
40. Before you write a paper or to take a test you must organize your thoughts.

KEYWORD

- | | |
|----------------|-----------------|
| 1. greteed | 17. lazy |
| 2. a teacher | 18. getting |
| 3. missing | 19. reliable |
| 4. a pen | 20. shouting |
| 5. paying | 21. difficult |
| 6. worried | 22. to borrow |
| 7. older | 23. take a test |
| 8. angrily | 24. arrive |
| 9. generous | 25. rained |
| 10. to dive | 26. watching |
| 11. to go | 27. went |
| 12. to surf | 28. snapped |
| 13. play games | |

APPENDIX III

The result of the Pre-test

Table 1: The Students' Writing Score in Pre Test

No	Respondent	Gram-mer	Voca b.	Mech a-nics	Flue-ncy	Form	Total	Mean Score
1	Suparman	2	3	2	3	4	14	2,8
2	Rahman	4	3	4	2	5	18	3,6
3	Irnayanti	4	4	3	3	2	16	3,2
4	Lisnawati	2	2	3	2	4	13	2,6
5	Sinta devi	4	2	3	2	3	14	2,8
6	Hajaruddin. S	4	3	3	4	4	18	3,6
7	Sahiruddin	2	3	4	2	3	14	2,8
8	Roni	3	3	3	4	2	15	3
9	Sukmawati	4	5	4	3	5	21	4,2
10	Nurleda	2	4	2	3	3	14	2,8
11	Habidin	3	3	3	4	4	17	3,4
12	Mirawati	2	3	4	3	3	15	3
13	Hartati	3	4	3	2	4	16	3,2
14	Sulkifli Akbar	4	3	2	4	4	17	3,4
15	Arpianti	4	3	3	4	4	18	3,6
16	Kasmawati	4	5	3	2	2	16	3,2
17	Nurwahida.S	3	4	3	4	4	18	3,6
18	Irmawati	4	4	3	2	4	17	3,4
19	Risdah Nengsih	3	4	4	3	3	17	3,4
20	Oshin Husniati	4	4	5	4	3	20	4
21	Leman	3	4	3	4	3	17	3,4
22	Sahrul	3	3	4	3	3	16	3,2
23	Tri marisca	2	5	4	2	3	16	3,2

24	Hasis	3	3	2	4	3	15	3
25	Saharuddnin	3	2	4	4	3	16	3,2
26	Abd. Rahman	2	3	2	3	4	14	2,8
27	Fitriani	2	3	4	3	3	15	3
28	Ruslianto	3	3	4	4	2	16	3,2
29	Ismail	3	4	3	3	3	16	3,2
30	Suparman	3	3	4	3	4	17	3,4
Total		105	110	108	105	112	540	108
X rata-rata		3,50	3,67	3,60	3,50	3,73	18,00	3,60

APENDIX IV

The result of the post-test

Table II

The result of the Students' Writing in Post-test

No	Respondent	Gram-mar	Voca b.	Mecha-nics	Flue-ncy	Form	Total	Mean Score
1	Suparman	4	5	5	6	4	24	4,8
2	Rahman	4	5	5	4	4	22	4,4
3	Irnayanti	3	4	5	3	4	19	3,8
4	Lisnawati	3	5	4	4	5	21	4,2
5	Sinta devi	4	6	4	3	3	20	4
6	Hajaruddin. S	4	5	6	3	3	21	4,2
7	Sahiruddin	4	4	3	6	5	22	4,4
8	Roni	4	3	4	3	5	19	3,8
9	Sukmawati	4	5	4	5	3	21	4,2
10	Nurleda	4	4	5	3	3	19	3,8
11	Habidin	3	4	4	3	6	20	4
12	Mirawati	4	3	4	5	6	22	4,4
13	Hartati	4	3	3	3	3	16	3,2
14	Sulkifli Akbar	5	5	6	4	4	24	4,8
15	Arpianti	4	6	4	3	3	20	4
16	Kasmawati	4	5	4	3	4	20	4
17	Nurwahida.S	4	5	5	4	4	22	4,4
18	Irmawati	3	3	6	4	3	19	3,8
19	Risdah Nengsih	4	4	6	5	6	25	5
20	Oshin Husniati	4	4	5	6	6	25	5
21	Leman	4	4	5	5	3	21	4,2
22	Sahrul	5	3	4	5	4	21	4,2

23	Tri Marisca	4	4	5	4	3	20	4
24	Hasis	4	3	6	4	4	21	4,2
25	Saharuddin	4	5	4	5	4	22	4,4
26	Abd. Rahman	4	5	3	4	6	22	4,4
27	Fitriani	5	4	4	3	5	21	4,2
28	Ruslianto	3	5	4	6	4	22	4,4
29	Ismail	4	3	5	5	4	21	4,2
30	Suparman	3	5	4	4	5	21	4,2
Total		117	129	136	125	126	633	126,6
X rata-rata		3,90	4,30	4,53	4,17	4,20	21,10	4,22

APPENDIX V

Table III

The Significant Difference between Pretest and Posttest

In order to know whether or not there is a significant difference between pretest and posttest can be known by using t-test, as follows:

No	Respondent	Mean Score		D	D ²
		Pre Test	Post Test		
1	Suparman	2,8	4,8	2	4
2	Rahman	3,6	4,4	0,8	0,64
3	Irnayanti	3,2	3,8	0,6	0,36
4	Lisnawati	2,6	4,2	1,6	2,56
5	Sinta devi	2,8	4	1,2	1,44
6	Hajaruddin. S	3,6	4,2	0,6	0,36
7	Sahiruddin	2,8	4,4	1,6	2,56
8	Roni	3	3,8	0,8	0,64
9	Sukmawati	4,2	4,2	0	0
10	Nurleda	2,8	3,8	1	1
11	Habidin	3,4	4	0,6	0,36
12	Mirawati	3	4,4	1,4	1,96
13	Hartati	3,2	3,2	0	0
14	Sulkifli Akbar	3,4	4,8	1,4	1,96
15	Arpianti	3,6	4	0,4	0,16
16	Kasmawati	3,2	4	0,8	0,64
17	Nurwahida.S	3,6	4,4	0,8	0,64
18	Irmawati	3,4	3,8	0,4	0,16
19	Risdah Nengsih	3,4	5	1,6	2,56
20	Oshin Husniati	4	5	1	1
21	Leman	3,4	4,2	0,8	0,64

22	Sahrul	3,2	4,2	1	1
23	Tri Marisca	3,2	4	0,8	0,64
24	Hasis	3	4,2	1,2	1,44
25	Saharuddin	3,2	4,4	1,2	1,44
26	Abd. Rahman	2,8	4,4	1,6	2,56
27	Fitriani	3	4,2	1,2	1,44
28	Ruslianto	3,2	4,4	1,2	1,44
29	Ismail	3,2	4,2	1	1
30	Suparman	3,4	4,2	0,8	0,64
Total		97,20	84,20	29,40	35,24
X rata-rata		3,24	2,81	0,98	1,17

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

$$t = \frac{1}{\sqrt{\frac{35,24^2 - \frac{(29,40)^2}{30}}{30(30-1)}}$$

$$t = \frac{1}{\sqrt{\frac{1241,86 - \frac{864,36}{30}}{30(29)}}$$

$$t = \frac{1}{\sqrt{\frac{1241,86 - 28,812}{870}}$$

$$t = \frac{1}{\sqrt{\frac{377,498}{870}}$$

$$t = \frac{1}{\sqrt{0,43391}}$$

$$t = \frac{1}{0,65871}$$

$$t = 0.66$$

After finding out the t-test value is 0.66, then determining the t-table value to know whether pre-test and post-test are significantly different. In determining t-table value, firstly finding out the degree of freedom (df) as follows:

$$df = N - 1$$

$$= 30 - 1$$

$$= 29$$

Table 10

Distribution the Value of t-test and t-table

t-test	t-table
0,66	1,699



CURRICULUM VITAE

The researcher, Ibnu Arianti was born on february 13, 1988 in Sunggumanai, a small village in Jeneponto regency. She is the first child of three sisters and two brothers from his parents Muh. Syahid and Nurlia. She started her kindergarten at Pancamarga Parasangan Beru in 1995. She entered at SD Negeri No 93 Parasangan Beru in 1996 and graduated in 2001. She continued her junior High School at Madrasah Tsanawiyah Negeri Binamu and graduated in 2003. In the same year, She continued her study at SMA Negeri I Tamalatea and graduated in 2006. In the Academic year 2006, she was accepted as a student of English Education Department Tarbiyah and Teaching Science Faculty State Islamic University of Alauddin Makassar. During her study, she was taking participation in some external orqanization. Firstly, she became a member of WAHDAH ISLAMIYAH. In period 2007, she was a secretary of Forum Komunikasi Mahasiswa Turatea (FKMT). Besides, she was active in some English Meeting Club such as UEF (United English Forum), IM2C, and EDIT.